



# MHHS1006

## Health, Society and Culture

Session 2, In person-scheduled-weekday, North Ryde 2026

*Medicine, Health and Human Sciences Faculty level units*

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#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

Corequisites

Co-badged status

Unit description

In this unit, you will be introduced to the ways health is shaped by social, cultural, and historical factors in Australia. You will explore how people's experiences of health and wellbeing are influenced by their cultural identity, social position, and access to services. A key focus of the unit is on the health and wellbeing of First Nations peoples, including how colonisation, racism, and social inequalities continue to impact health outcomes today.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO1:** Identify and describe key social, cultural, and environmental determinants of health and wellbeing, with a particular focus on the experiences of First Nations peoples. (Scientist and Scholar)

**ULO2:** Explain the historical and ongoing impacts of colonisation, racism, and marginalisation on the health and wellbeing of First Nations peoples. (Practitioner)

**ULO3:** Recognise and discuss how social, cultural, economic, and environmental factors interact to shape health outcomes in diverse communities across Australia. (Citizen)

**ULO4:** Interpret and communicate basic information about health and wellbeing in a

culturally respectful and inclusive way when engaging with diverse populations.  
(Professional)

## General Assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

All extensions need to be formally requested via [MQ Service Connect](#) in line with the special consideration policy.

Supplementary assessment tasks will only be provided following an approved Special Consideration application, and only when appropriate.

Further details for each assessment task will be available on iLearn.

### Extensions for Assessment Tasks

Applications for assessment task extensions may be considered for short-term, unexpected, serious, and unavoidable circumstances affecting assessment. Applications must be submitted via [Service Connect | Macquarie University](#). For further details please refer to the [Special Considerations Policy](#). You can also find out more on the MQ Student Portal at the following link: <https://students.mq.edu.au/study/assessment-exams/special-consideration>

Should you encounter any personal issues or concerns in regard to health and wellbeing during your studies you can also gain personal support and advice on campus. Please see the following link for further information: <https://students.mq.edu.au/support/personal>

### Short Extension

The Assessment Task table lists which assessments are eligible for a Short Extension. You can only apply for a Short Extension before the assessment due date. No reason or evidence is required. It will extend the due date by an additional 3 calendar days. You can only receive one Short Extension for each eligible assessment task. Short Extensions are not available if you have already received an IEAP Extension or Special Consideration for that assessment task.

### Late Submissions

Unless a Special Consideration or Short Extension request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. **A 1-hour grace period is provided to students who experience a technical**

**concern.**

For example:

| Number of days (hours) late | Total Possible Marks | Deduction | Raw mark | Final mark |
|-----------------------------|----------------------|-----------|----------|------------|
| 1 day (1-24 hours)          | 100                  | 5         | 75       | 70         |
| 2 days (24-48 hours)        | 100                  | 10        | 75       | 65         |
| 3 days (48-72 hours)        | 100                  | 15        | 75       | 60         |
| 7 days (144-168 hours)      | 100                  | 35        | 75       | 40         |
| >7 days (>168 hours)        | 100                  | -         | 75       | 0          |

Please note no submissions will be accepted after marked assignments are returned and feedback is released to students.

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

## Assessment Tasks

| Name                          | Weighting | Hurdle | Due        | Groupwork/Individual | Short Extension | AI Approach |
|-------------------------------|-----------|--------|------------|----------------------|-----------------|-------------|
| Multimodal Communication Task | 35%       | No     | 03/09/2026 | Individual           | Yes             | Open        |
| Collaboration Activity        | 25%       | No     | Week 10    | Group                | No              | Open        |
| Reflective portfolio          | 40%       | No     | 29/10/2026 | Individual           | Yes             | Open        |

### Multimodal Communication Task

Assessment Type <sup>1</sup>: Professional task

Indicative Time on Task <sup>2</sup>: 23 hours

Due: **03/09/2026**

Weighting: **35%**

Groupwork/Individual: Individual

Short extension <sup>3</sup>: Yes

AI Approach: Open

In this assessment, you will complete a multimodal communication task in which you present ideas, findings, or creative work. This task is designed to demonstrate your understanding of

relevant concepts and your ability to communicate effectively within a professional health care context.

On successful completion you will be able to:

- Identify and describe key social, cultural, and environmental determinants of health and wellbeing, with a particular focus on the experiences of First Nations peoples. (Scientist and Scholar)
- Recognise and discuss how social, cultural, economic, and environmental factors interact to shape health outcomes in diverse communities across Australia. (Citizen)
- Interpret and communicate basic information about health and wellbeing in a culturally respectful and inclusive way when engaging with diverse populations. (Professional)

## Collaboration Activity

Assessment Type <sup>1</sup>: Presentation task

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Week 10**

Weighting: **25%**

Groupwork/Individual: Group

Short extension <sup>3</sup>: No

AI Approach: Open

In this assessment, you will collaborate with a group to deliver a shared output that demonstrates your collective understanding of key concepts from the subject.

On successful completion you will be able to:

- Identify and describe key social, cultural, and environmental determinants of health and wellbeing, with a particular focus on the experiences of First Nations peoples. (Scientist and Scholar)
- Explain the historical and ongoing impacts of colonisation, racism, and marginalisation on the health and wellbeing of First Nations peoples. (Practitioner)
- Recognise and discuss how social, cultural, economic, and environmental factors interact to shape health outcomes in diverse communities across Australia. (Citizen)
- Interpret and communicate basic information about health and wellbeing in a culturally respectful and inclusive way when engaging with diverse populations. (Professional)

## Reflective portfolio

Assessment Type <sup>1</sup>: Portfolio

Indicative Time on Task <sup>2</sup>: 37 hours

Due: **29/10/2026**

Weighting: **40%**

Groupwork/Individual: Individual

Short extension <sup>3</sup>: Yes

AI Approach: Open

In this assessment, you will create a reflective portfolio that brings together evidence of your learning over the semester and reflect on how your knowledge, skills, and thinking have developed over time.

On successful completion you will be able to:

- Identify and describe key social, cultural, and environmental determinants of health and wellbeing, with a particular focus on the experiences of First Nations peoples. (Scientist and Scholar)
- Explain the historical and ongoing impacts of colonisation, racism, and marginalisation on the health and wellbeing of First Nations peoples. (Practitioner)
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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- [Academic Success](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation.

<sup>3</sup> An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

## Delivery and Resources

As a student enrolled in this unit, you will engage in a range of online learning activities, including readings, online modules, videos, and discussion boards. Details can be found on the iLearn site for this unit.

### Recommended Readings

Please note week-to-week readings are prescribed for this unit. It is recommended that students read these before engaging with the online content. These are freely available to all students via [L<sup>1</sup>eganto](#). Please see iLearn for more information.

There is no required textbook for this unit, however, links to useful texts for students wishing for more information regarding lecture topics are also provided via [Leganto](#).

## Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

# Unit Schedule

## Unit Schedule

| Week | Topic                                                               | Assessments                               |
|------|---------------------------------------------------------------------|-------------------------------------------|
| 1    | Unit orientation and foundations: health, society, and culture      |                                           |
| 2    | Introduction to health and wellbeing at the population level        |                                           |
| 3    | Health equity and social justice: understanding health differences  |                                           |
| 4    | Health outcomes in diverse communities                              |                                           |
| 5    | Aboriginal and Torres Strait Islander peoples' health and wellbeing |                                           |
| 6    | Racism, marginalisation, and cultural safety                        | <b>AT1: Multimodal Communication Task</b> |
| 7    | Environment and sustainability                                      |                                           |
| 8    | Social determinants of chronic and infectious diseases              |                                           |
| 9    | Mental health and determinants of health                            |                                           |
| 10   | Intersectionality and gender as determinants of health              | <b>AT2: Collaboration Activity</b>        |
| 11   | Health systems, structures and political context                    |                                           |
| 12   | Health promotion, prevention, and population health                 | <b>AT3: Reflective Portfolio</b>          |
| 13   | Revisiting threshold concepts and core understandings               |                                           |

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [connect.mq.edu.au](https://connect.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Academic Success

[Academic Success](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Ask a Study Coach](#)
- [Access StudyWISE](#)

- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit <https://students.mq.edu.au/support/technology/service-desk>.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

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### Artificial Intelligence Tools

Macquarie University recognises that artificial intelligence (AI), especially generative AI, is rapidly reshaping education and the modern workplace. As AI becomes increasingly accessible, the University and your teaching staff are committed to preparing you to use these tools effectively, ethically, and with strong professional judgment. Rather than restricting technology, the emphasis is on helping you understand when and how AI can be used to enhance productivity,

support learning, and reflect real-world professional practice. Across your degree, we will support you to develop the critical thinking, adaptability, and values-based decision-making skills required to navigate evolving AI tools responsibly, including acknowledging their use appropriately. You should always appropriately acknowledge when you have used AI tools within assessment tasks, including which AI tools you have used and how you have used them.

To provide clarity, Macquarie University uses a simple, two-tiered approach to AI in assessment:

**AI Open assessments** allow you to fully incorporate AI, reflecting authentic tasks where AI would normally be used in professional settings.

**Observed with AI Optional assessments** involve tasks where you either demonstrate essential knowledge without technology or show how you apply AI under supervision.

Across both categories, the goal is to ensure you build foundational knowledge, exercise sound judgment, and engage with AI in ways that uphold ethical, cultural, and university values.

### **Inclusion and Diversity**

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

### **Professionalism**

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses. As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as

possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

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## Changes since First Published

| Date       | Description                                                                      |
|------------|----------------------------------------------------------------------------------|
| 06/07/2026 | Removed the sentence about online invigilated exam - not applicable to this unit |

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Unit information based on version 2026.04 of the [Handbook](#)